Title: Katie’s Caterpillar  Level: E ISBN: 0-7635-6024-3 Publisher: Rigby\_\_

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. play oy- boy, toy, joy

2. went back + yard = backyard

3. after **or**- opposites inside, outside going, coming

do, don’t

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Discuss cover and title.

Show p. 3 Notice and discuss Katie’s body language. Katie is upset about school. She tells her mom that she doesn’t like school. Her mom knows that Katie does like school. Mom finds out that Katie is upset because she can not look after, or take care of, the teacher’s fish.

Ask: Is that a good reason to be upset and say you don’t like school?

Something happens that helps Katie feel better. Let’s read to see what happens.

Be ready to talk about Katie’s problem and it is solved.

Difficult Words/Vocabulary – big and bold p. 4 do p. 14 will

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Model reading p. 2 Discuss punctuation marks and what they mean. Allow kids to practice reading the page with you pausing appropriately. Use great expression to convey the mood.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

Together summarize the story.

When Katie was upset about school what did she plan to do about it? (stay home) Is this a good way to solve her problem?

When Katie finds the caterpillar, what does she plan to do with it? (take it to school, her teacher likes caterpillars and Katie can help care for it)

Is this a good plan?

Was Katie’s Caterpillar a good title for this book? Can you think of another good tilte?

Return to the teaching point:

Have children practice rereading a page. Allow them to demonstrate good oral reading and praise them for appropriate behaviors.

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

All turn to p. 16. How did the story end? Be sure to talk about Katie’s change and what caused her changes through the story. What do you think will happen next? Make a picture in your mind of Katie’s face when she shows her teacher the new class pet. Describe what you are imagining. How do you think Katie’s teacher will respond?

Writing Connection: (5 min.)

Write about the problem and solution in this story.

Or

Write about what might happen if the book were to continue after p. 16.